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ABSTRACT

The outreach activities component to REPSAC, an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1976-77, services included the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children. Conducted on-site at the replication centers (9 school districts and 9 Head Start Centers located in isolated areas in New Mexico) and at the parent center, training was taken to these centers by a specially designed and equipped motor coach. Evaluation of the training was conducted by an external evaluation team via objective evaluation of the workshops; classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach training team. A follow-up study of former REPSAC students in grades 1-5 was conducted. Findings included: the training program for the teachers and aides was extremely effective; services provided to the schools in the isolated areas were extremely needed; and the follow-up study indicated a change to an upward trend for Spanish language development, a continued slightly upward trend for English language development, and a mild downward trend for learning aptitude. (Author/NQ)

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FINAL EVALUATION REPORT
July 1, 1976 - June 30, 1977
Second Year

OUTREACH ACTIVITIES (Replication Services)
of the
RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC)

Funded by:

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June, 1977

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DOCUMENT RESUME

TITLE: Outreach Activities (Replication Services) of the Responsive Environment Program for Spanish American Children: End of Year Evaluation Report, 1976-77 (Second Year Evaluation Study)

INSTITUTION: Askins (B. E.) and Associates, Lubbock, Texas: Texas Tech University; Clovis Public Schools, New Mexico

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IDENTIFIERS: New Mexico (Clovis)

ABSTRACT: Adding the outreach activities component to REPSAC, an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1976-77, services provided included the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children. Training was conducted on-site at the replication centers (9 school districts and 9 Head Start Centers, all located in isolated areas in New Mexico) as well as at the parent center which consisted of a series of seven 5-day training workshops (62 participants).

Training was taken to the replication centers by a specially designed and equipped motor coach. Evaluation of the training was conducted by an external evaluation team via: objective evaluation of the workshops; classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach training team. A follow-up study of former REPSAC students who in 1976-77 were in grades 1-5, was conducted. Findings included: the training program for the teachers and aides was extremely effective; services provided to the schools in the isolated areas were extremely needed; and the continuing follow-up study indicated a change to an upward trend for Spanish language development, a continued slightly upward trend for English language development, and a mild downward trend appears to be starting for learning aptitude.

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YEAR-END EVALUATION REPORT

SECTION I

INTRODUCTION

This report describes an external evaluation study of the outreach activities of the Responsive Environment Program for Spanish American Children (REPSAC), Clovis Municipal Schools, Clovis, New Mexico during the period July 1, 1976-June 30, 1977. This report is part of a continuation evaluation study being conducted by B. E. Askins and Associates which is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University. This report is submitted in accordance with the approved Evaluation Proposal dated November 1, 1975 and the Educational Evaluation Agreement dated June 4, 1976.

The Parent Center (REPSAC)

The major purpose of REPSAC is to serve as an effective early educational intervention for 3-, 4-, and 5-year-old "high risk" Spanish American children living in the area served by the Clovis Municipal Schools, Clovis, New Mexico. Children are considered "high risk" as a result of their low birth weight, 5½ pounds or less, and who will probably have accompanying handicaps as they enter the first grade. This program attempts to demonstrate that such an early intervention can provide such children the experiences necessary to succeed and remain in the educational mainstream.

REPSAC, which has been operating since September, 1971,* aims at providing successful experiences using the concept of responsive environment for Spanish American children in the areas of developing language ability in English and Spanish and in improving cognitive and affective development. REPSAC is considered a demonstration project and, in developing, has drawn heavily upon three experimentally developed models in early childhood education: the New Nursery School; the responsive environment concept; and Project LIFE (Language Instruction to Facilitate Education). Also, the Piaget-Early Childhood Curriculum (parts translated in Spanish) were used.

Description of the Outreach Activities

Purpose and Function

The purpose of adding the outreach activities to the parent center (REPSAC) was to give the project the capability to provide various types of replication

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*For references pertaining to the first, second, third, fourth and fifth year of operation, see Bibliography (4, 5, 6, 7, and 8).

services to local education agencies requesting such services. In general, the services provided was the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children using the concept of responsive environment. A unique feature of this service was the capability of taking the training to the replication centers by a specifically designed and equipped motor coach.

The outreach activities were designed to have three major functions: advisory and training, diffusion, and evaluation.

Advisory and Training. This function pertained to staff development of faculty at the replication centers as well as at the parent center.

Diffusion. The parent center operated as a service and demonstration center for the state of New Mexico and parts of West Texas. Workshops and conferences were held so as to provide information to administrators, agency heads, state school officials, and other decision-makers concerning the program and its offerings.

Evaluation. Evaluation of the outreach activities was conducted internally and externally. The internal evaluation was conducted by the director and staff of REPSAC, and the external evaluation was conducted by an outside evaluation team as previously described. Although the external evaluator was not located specifically in the Clovis, New Mexico area, the proximity of Lubbock (Texas) to Clovis is such that frequent contact was made with the REPSAC and the replication centers.

Outreach Activities Training Team

The outreach training team consisted of an educational diagnostician, speech therapist, and a specialist in early childhood curriculum and instruction.

Purpose of the External Evaluation

The purpose of the external evaluation was to collect and provide information necessary for decision-making relative to the objectives of the outreach activities. This external evaluation was considered a way to improve; therefore, much emphasis was placed upon formative evaluation procedures.

Major elements of the external evaluation were:

1. Providing a variety of professional personnel appropriate to the evaluation of the outreach activities including: personnel to perform site-visits, providing feedback to the training staff, analysis, report writing, and coordination.

2. Developing and following the evaluation design for each of the two primary functions of the outreach activities - advisory and training and diffusion. (The evaluation design for each function is described later).

3. Continuing the follow-up study of former REPSAC students who were, during school year 1976-77, in the first, second, third, and fourth grades.

4. Analyzing data collected and subject data, when appropriate, to statistical treatment which include summaries of data and narrative description of findings.

5. Preparing two interim and the end-of-year evaluation reports.

SECTION II

EVALUATION DESIGN

The external evaluation consisted of formative and summative types of evaluation of the two primary functions of the outreach activities. Also, as part of the evaluation of this component, a follow-up study of former REPSAC students was conducted as they progress through various grades (1-5) in public and private schools.

The evaluation design for each of these areas is described in the following paragraphs.

Advisory and Training Function

The major goal of this function is to assist the teachers and aides at the replication center to acquire certain knowledge and skills so as to be more effective while working with young, high risk, handicapped, and vulnerable children using the concept and processes of responsive environment.

Needs Assessment

A training needs assessment of the participating personnel in the replication centers was conducted using the Early Childhood Training Inventory during August and September, 1976. The purpose of this inventory was two-fold: 1) To identify needed training experiences for teacners, aides, and administrators of early childhood programs; and 2) To identify preferences of future workshop participants concerning various modes of instruction. The summary and analysis of this needs assessment was prepared by the evaluator, and these data were used as a basis for developing specific objectives of the training program provided.

Research/Evaluation Questions

As an element of the evaluation of this training, the director and teachers who conducted the training posed several questions they wanted answered during/after the training which included:

1. What kind of rapport exists between personnel at the replication centers with the training staff?

2. Are the teachers being supported in their efforts by their administrators?

3. Do the teachers have adequate availability of professional materials in the areas of bilingual and early childhood education?

4. How effective was the teaching of the instructional units pertaining to the area of concept development in early education?

5. Are the teachers using the responsive environment concept in their teaching including flexible room arrangements and learning centers?

6. Do the teachers have a knowledge of handicapping conditions?

7. Do the teachers know how to screen children?

8. How effective were the training workshops conducted at the model center?

9. Are the teacher-aides effective in their role in the classroom?

10. Was the motor coach utilized effectively in the training program?

Procedures to Collect Data

A variety of measures were used to collect data to evaluate and answer the research questions pertaining to the effects of the training. These included evaluation of the training workshops; classroom visits using a specifically designed classroom observation form; site-visits with administrators, teachers, and aides; self-evaluation reports from the trainees and trainers; a review of various types of records maintained by the training staff; and a reporting of test scores of student growth from two replication sites (Clovis and Portales).

Evaluation of Workshops. Various in-service training workshops were conducted during the 1976-77 school year for various teachers and teacher-aides who were working with preprimary children. Each workshop consisted of five days of training and was conducted at the model center. The workshops were evaluated using the McCallon Workshop Evaluation System (validated instrument published by Learning Concepts, Austin, Texas). Participant responses were collected on seven dimensions: organization, objectives, work of presenters, ideas and activities, scope, benefit, and overall effectiveness.

Classroom Observation. Members of the evaluation team made periodic classroom visits of participating teachers to observe using a specifically designed classroom observation instrument. The form was designed to note such things as: availability of bilingual and early education materials;

learning centers; use of the responsive environment concept; and evidence of long and short range instructional planning.

Site-Visits. Members of the evaluation team also conducted periodic site-visits involving administrators, teachers, and aides so as to acquire their verbal reaction/responses to the training activities.

Self-Evaluation Reports. At the end of the year, another facet of evaluation was in the form of Self-Evaluation Reports so as to obtain:

1. Administrators' responses (strengths and weaknesses) to training activities.
2. Teachers' and aides' responses (strengths and weaknesses) to training activities.
3. Trainers' responses (strengths and weaknesses) to training activities.

Records/Logs. The type of information which were reviewed from the various records/logs included:

1. Number of visits to schools.
2. Number of trainees.
3. Number and qualifications of trainees.
4. Type of activities.
5. Material distribution.
6. Utilization of motor coach - whether coach was used for participant training, screening demonstrations, materials demonstration, individual conferences, etc.
7. Number of teachers trained to screen.
8. Number of children screened.
9. Number of children referred.
10. Number of children under treatment.

Test Data from Replication Centers

Test scores showing the degree of student achievement in language development in English and Spanish and general school readiness were reported from two replication sites (nursery schools at Clovis and Portales).

Reporting the Data

An on-going evaluation was conducted by the evaluator, and feedback was provided to the training staff on a recurring basis (October, February, and April). Thus, evaluation and observation data were used to yield formative evaluation results to guide the training staff in selecting content and instructional procedures.

Results of the classroom observation, site-visits, review of records/logs, and self-evaluation reports were reported in narrative form.

Diffusion Function

This function pertains to the dissemination of information concerning outreach activities. Some means of dissemination included: seminars, conferences, workshops, and preparation of various brochures and reports.

Procedures to Collect Data

The workshops were evaluated using the McCallon Workshop Evaluation System.

The other dissemination activities were evaluated on a subjective basis.

Reporting the Data

Individual evaluation reports on the workshops were presented to the project director after each workshop and a summary is being included in this report.

Also, on-going evaluation was conducted by the evaluator, and feedback concerning various diffusion activities was provided to the director and staff on a regular basis (October, February, and April). Thus, evaluation and observation data were used to yield formative evaluation results to guide the development of dissemination activities.

Objective evaluation data of the workshops and the subjective evaluation data of the other activities are reported in narrative form in this report.

Follow-Up Study of Former REPSAC Students

A basic concern to those who have worked in REPSAC and REEEP during the past several years is the status of former students now enrolled in public and private schools. This concern has generated a continuation of the follow-up studies of former REPSAC and REEEP students which were conducted in 1974, 1975, 1976, and was again conducted at the end of the 1976-77 school year.

Projected Number of Students:

At the beginning of the 1976-77 school year, the number of students projected for the 1976 follow-up study were:

Grade Level	Estimated No.
1	11
2	20
3	17
4	16
5	2
TOTAL	66

Procedure For Collecting Data.

The 1977 follow-up study was conducted using the following procedures:

1. Gathering descriptive data.

   A questionnaire was submitted to teachers of former REPSAC students seeking information about their academic and social progress in school. In addition, personal interviews were held with teachers and other school personnel to supplement the questionnaire data.

2. Administering of standardized tests.

   Standardized tests were administered to the former REPSAC students in grades 2-5. The test administered were the same instruments used during the former students' tenure

in REPSAC and REEEP; therefore, the test scores can be reviewed for over a span of years beginning 1971. The tests administered were as follows:

Peabody Picture Vocabulary Test - English version
Peabody Picture Vocabulary Test - Spanish version
Hiskey-Nebraska Test of Learning Aptitude (IQ)

Analysis

Data obtained from the follow-up study were analyzed in two ways:

1. A descriptive analysis of the questions and interview information. This analysis yielded a profile of former REPSAC students currently enrolled in public and private schools.

2. A time-series analysis.
This analysis was conducted on the test data in an effort to assess the test score statistics over a period of years. The specific element of the time-series used in analyzing these data was the "secular trend." This "line of best fit" method presents a basis for comparing the theoretical trend with the observed trend. (The specific program used is described in Statistic Package for the Social Sciences, version 6, Texas Tech University Computer Center).

SECTION III

EVALUATION DATA CONCERNING THE ADVISORY AND TRAINING FUNCTION

The advisory and training function of the outreach activities provided training to selected teachers and aides assigned to positions in early childhood education throughout the state of New Mexico. The overall goal of the training was to provide staff development in the areas of assisting the trainees to be more aware of and to meet the needs of young children with special needs. The outreach training team consisted of an educational diagnostician, a speech therapist, a specialist in early childhood education, and various consultants on a part-time basis.

The training was conducted on-site at the various replication centers and with a series of 5-day training workshops which were conducted at the parent center. The on-site training was facilitated by the use of the Mobile Learning Resource Center, a unique and specifically designed and equipped motor coach, as well as the rental of a station wagon.

The on-site training focused on the overall staff development objective and on the screening process for handicapped children. On-site training was conducted in 9 public/parochial school systems and 9 Head Start Centers all located in the state of New Mexico. The school systems served were: Dora, House, Melrose, and Our Lady of Guadalupe (Clovis). The Head Start Centers served were located in: Artesia, Carlsbad, Clovis, Farmington, Portales, Santa Rosa, Tucumcari, and Vaughn. In addition, this training served the nursery school component of a Title VII (ESEA) project. This project operated in two school systems which, as of this 1976-77 year, had completed their fourth year of operation of the nursery school component with the replication of REPSAC.* The title of the Title VII project was "A School and Home-Based Bilingual Education Model (Nursery School-Grade 3)" with a training site in both school districts of Clovis and Portales, New Mexico.

The series of seven 5-day workshops conducted at the parent center focused on the problem of organizing, planning and implementing an effective preprimary program in New Mexico. Special emphasis was given to techniques of integrating and mainstreaming children with special needs into a regular school program. One 5-day workshop was conducted each month during October, 1976-April, 1977.

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*For references pertaining to the evaluation of this project, see Bibliography (11, 12, 13, and 14).

Needs Assessment

In an effort to effectively design and conduct the 1976-77 outreach training activities, a needs assessment was conducted. Needs assessment data were collected by members of the evaluating team during their site-visits (May 1975) and by members of the 1975-76 outreach training staff. The purpose of the needs assessment was 1) to identify needed training experiences for the future participants and 2) to identify preferences of the future participants concerning date/time and various modes of instruction. A summary of the needs assessment data was prepared in a separate report, and these data were used as a base in developing specific objectives for the 1976-77 training activities.

Research/Evaluation Questions

The basis of the evaluation of the outreach training, both on-site training and the training workshops, was established as the director and members of the outreach training staff posed various questions they wanted answered by the evaluator during/after the training. The evaluation team used a variety of measures to collect data in answering these questions which included: objective evaluation of the training workshops: classroom visits using a specifically designed classroom observation form; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees; and a review of various types of logs/records maintained by the outreach training team. The evaluation questions posed and answers found by the evaluation team are as follows:

Q 1. - What kind of rapport exists between personnel at the replication centers with the outreach training staff?

> Based on information obtained from site-visits during and at the end of the training sessions and from self-evaluation questionnaires from the trainees and their administrators, much evidence was found which indicated an over-all excellent rapport between the two groups.

Q 2. - Are the teachers at the replication centers being supported in their efforts by their administration?

> Based on information obtained from site-visits during and at the end of the training sessions and from self-evaluation questionnaires from the trainees and their administrators, evidence was found to indicate that the teachers at the various centers believed that they were being supported in their efforts by their administration. All of the administrators viewed the training and results of the training in a

very positive way, especially the part pertaining to the screening of the kindergarten children.

Q 3. - Do the teachers have adequate availability of professional materials in the areas of bilingual and early childhood education?

During the site-visits and at the end of the training sessions, the evaluator noted at each center a lack of permanent materials (classrooms as well as professional library) pertaining to bilingual and early childhood education. However, teachers did have access to such materials as they could be borrowed from the Mobile Learning Resource Center. Very little change was noted in this area from the 1975-76 school year.

Q 4. - How effective was the teaching of the course, Concept Development in Early Childhood, at the various replication centers?

No effort was made to answer this question during the 1976-77 school year because this course was not offered this year.

Q 5. - Are the teachers using the responsive environment concept in their teaching including flexible room arrangements and learning centers?

Based on information obtained from site-visits during and at the end of the training sessions and using the specifically designed classroom observation form, a marked change in teaching strategies was found. Several teachers still had questions about the organization and use of learning centers. Differences were noted by school, but overall, effects of the training were observable.

Q 6. - Do the teachers have a knowledge of handicapping conditions?

Based on the information obtained from site-visits with certain teachers (kindergarten and Head Start) and from the results from the self-evaluation questionnaires from all the teachers, they indicated a relatively high degree of understanding of handicapping conditions. Much improvement from the 1975-76 school year was noted in this area.

Q 7. - Do the teachers know how to screen children?

Based on the information obtained from site-visits with certain teachers (kindergarten) and from the results from the self-evaluation questionnaires from all the teachers, they indicated a relatively high degree of understanding of screening

children. The teachers continue to reflect a need for additional training in the area of instructional planning after results of screening were known, especially at the Head Start Centers.

Q 8. - How effective were the training workshops conducted at the model center (REPSAC)?

A series of seven 5-day workshops were conducted at the model center on the following dates: Oct. 11-15, Nov. 8-12, Dec. 6-10, 1976, Jan. 24-28, Feb. 14-18, Mar. 7-11, and Apr. 11-15, 1977. The workshops focused on the problem of organizing, planning and implementing an effective pre-primary program in New Mexico. Special emphasis was given to techniques of integrating and mainstreaming children with special needs into a regular school program. Some instructional activities included orientation, guided observation, participation, seminars, demonstrations, independent study, and techniques in the use of instructional materials.

A total of 62 trainees attended the seven workshops which included 38 teachers, 14 teacher-aides, 7 administrators, and 3 teacher education students. The trainees were representatives from 24 municipal school districts and one university. The eligible trainees received a $100 stipend for the training period plus mileage to/from his/her school district. Some of the participants received college credit (1 semester hour) for participating in the workshop through Eastern New Mexico University.

The workshops were individually and collectively evaluated using the McCallon Workshop Evaluation System (Section II contains a description of this instrument). After each workshop, the director was provided a summary of the evaluation data in qualitative form using the McCallon Analysis Report Form. This feedback was available to the workshop training staff as they considered any changes or adjustments in the succeeding workshops. After all seven workshops were completed, the evaluation data from each workshop were collectively summarized. The mean ratings of the 7 dimensions of the Workshop Evaluation Scale were well above average (6.58 - 6.77 on a 7.00 point scale), and the mean rating of the overall effectiveness of the workshops was 6.7 (PR=87, SS=112). These data are presented on the Analysis Report Form located on the following page. This information includes the raw score (RS), percentile score (PR) and the standard score (SS) for each of the 7 dimensions of the Workshop Evaluation Scale. Also, the narrative comments made by the trainees were very positive.

In summary, the series of workshops conducted at the model center achieved the training objective and were extemely successful.

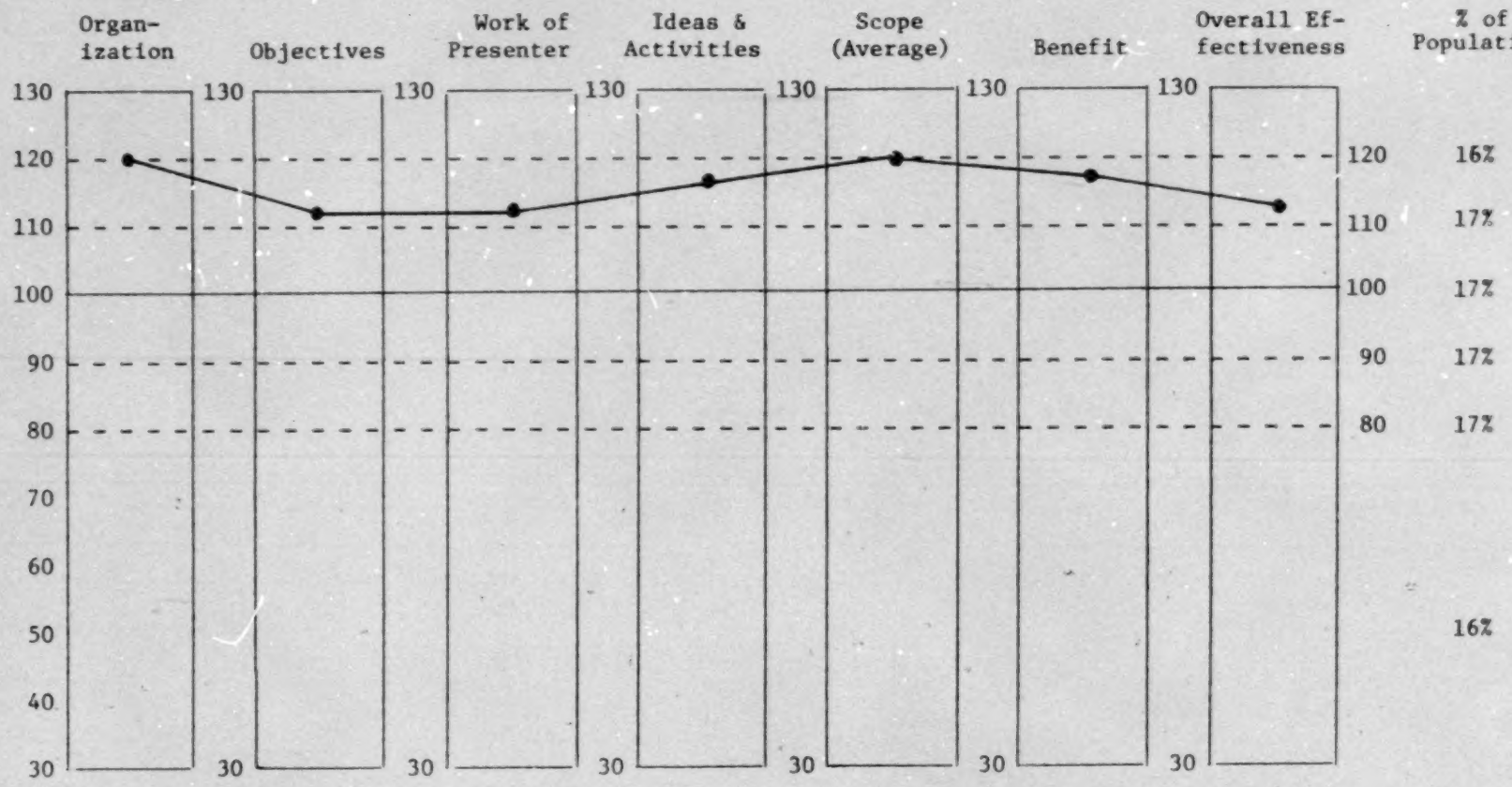
ANALYSIS REPORT FORM

Name of Workshop Early Childhood Education

Location REPSAC, Clovis, New Mexico

Number of Participants 53

Date January-April, 1977



Organ-ization	Objectives	Work of Presenter	Ideas & Activities	Scope (Average)	Benefit	Overall Ef-fectiveness
RS: 6.77	RS: 6.58	RS: 6.70	RS: 6.68	RS: 6.68	RS: 6.64	RS: 6.70
PR: 94	PR: 79	PR: 83	PR: 86	PR: 94	PR: 88	PR: 87

Q 9. - Are the teacher-aides effective in their role in the classroom?

Based on information obtained from site-visits during and at the end of the training sessions, it was found a majority of the teachers believed that the teacher-aides were effective in the classroom, especially those aides who are bilingual.

Q 10. - Was the motor coach, The Mobile Learning Resource Center, utilized effectively in the training program?

The Mobile Learning Resource Center (mobile coach) was used by the outreach training team as they visited the replication centers. This mobile van was stocked with an impressive variety and number of learning materials for the use at the various sites. The materials included:

Books for children - in both Spanish and English

Educational Activities: games, multi media kits and equipment to help children learn specific concepts and skills

Film strips for children

Records for children in Spanish, English, and English-Spanish

Teaching transparencies

Books for teachers and aides

Films and filmstrips for teachers and aides

Evaluation and screening instruments

All of the above materials were available at no charge to the schools and teachers participating in the outreach activities. The materials could be checked out for approximately two weeks or until the next visit of the Mobile Learning Resource Center.

During the 1976-77 school year, the Mobile Learning Resource Center (motor coach) was driven 8,361 miles (personnel drove and additional 13,250 miles in their personal cars plus 8,885 miles in a rental station wagon on outreach business) and made 201 visits to schools in New Mexico. Schools visited were in Clovis (17 visits), San Angelo (1 visit), Portales (22 visits), Las Cruces (1 visit), Farmington (2 visits), Albuquerque (1 visit), Roswell (1 visit), Carlsbad (34 visits), Ft. Sumner (10 visits), Eunice (4 visits), Tucumcari (16 visits), Santa Rosa (17 visits), Artesia (28 visits), Clayton (13 visits), Vaughn (13 visits), Floyd (6 visits), Guadalupe-Clovis (7 visits), Grady (6 visits), Dora (2 visits), Elida (4 visits), Melrose (1 visit) and House (3 visits).

Activities conducted during the visits to schools included: the screening of children, training of teachers and aides how to screen children, follow-through visit on the results of previous screening, checking out and demonstrating materials, and attempting to provide whatever services schools and teachers requested.

The evaluation team visited the schools serviced by the Mobile Learning Resource Center and interviewed a number of administrators and teachers. In every case, the responses to the service and effect of the outreach activities were very favorable; many stated that without the service of the Mobile Learning Resource Center they would be unable to help their handicapped young children.

Based on these data, it was concluded that the motor coach was effectively utilized in the training function.

Test Data From Two Replication Sites

One of the first replications services provided by the REPSAC outreach activities was to assist a Title VII (ESEA) project (11, 12, 13, and 14). The title of the project was A School and Home-Based Bilingual Education Model (Nursery School - Grade 3). The project consisted of three programs: the nursery school program (3- and 4-year-olds); the kindergarten program (5-year-olds); and the 1-3 grades program. Each program operated at two sites - Clovis and Portales, New Mexico. The programs in Clovis operated at La Casita Elementary School, and the programs in Portales operated at Lindsey Elementary School. The major goal of this project was: to provide an early childhood bilingual education intervention which will facilitate the learning of two languages (Spanish and English) simultaneously in an effort to effectively develop the child's cognitive, affective, and psychomotor skills.

The outreach training staff worked primarily with the nursery school program at the two sites. The degree of student achievement in the nursery program at the two sites (N=62) during the 1976-77 school year is described in the following paragraph as mean gain scores in: language development in English; language development in Spanish; and school readiness. The standardized tests used were the: Peabody Picture Vocabulary Test (Dunn) to measure language development in English; Test for Auditory Comprehension of Language - Spanish (Carrow) to measure language development in Spanish; and Readiness Test for Disadvantaged Pre-School Children (Walker) to measure school readiness.

The mean gain score for each of the three areas measured was: language development in English (MG = 19.57, $p < .01$); language development in Spanish (MG = 32.31, $p < .001$); and school readiness (MG = 11.87, $p <= .005$). These significant mean gain scores were used as a basis to conclude that the instructional component of the nursery school program was effective during the 1976-77 school year and that the training received by the teachers and aides of this program was instrumental in the effectiveness of the nursery school program.

SECTION IV

EVALUATION DATA CONCERNING THE DIFFUSION FUNCTION

The diffusion function of the outreach activities pertained to the dissemination of information concerning REPSAC, outreach activities, and opportunities for replication services. Some means of dissemination included: workshops/conferences; guided school tours of REPSAC; and preparation and distribution of various correspondence, brochures, and reports.

Workshops/Conferences

During the 1976-77 school year, five workshops/conferences were conducted as part of this function, as well as part of the advisory and training function. The workshops were evaluated using the McCallon Workshop Evaluation System (Section II contains a description of this instrument). Evaluation data of these workshops were reported in a separate report and submitted to the project director after each workshop. A summary of these reports is presented in the following paragraphs.

Carlsbad (August 19-20)

This workshop was conducted in Carlsbad, New Mexico, August 19-20 and was designed for kindergarted teachers and aides. The objectives of the workshop were: 1) To help Head Start teachers and aides to meet the needs of their children; and 2) To relate good teaching techniques to the developmental level of the Head Start children as determined by the screening procedures. A total of 40 attended the workshop which included teachers, aides, nurses, and administrators. The participants were from Carlsbad and Artesia, New Mexico.

Using the McCallon Evaluation System, the mean ratings on the seven dimensions of the Workshop Evaluation Scale were well above average (6.31-6.63 on a 7.00 scale), and the mean rating of the overall effectiveness of the workshop was 6.56. The narrative concerning the observations of the workshop was very positive. Also, personal comments from the participants indicated a high degree of satisfaction.

Portales (September 8-10)

This workshop, designed for kindergarten teachers and aides, was conducted in Portales, New Mexico September 8-10. The objectives of the workshop were:

1. Identification and treatment of Head Start children and special needs through direct services and/or referral.

a. Gathering observational data from Head Start personnel.
b. Gathering family background data from existing records and/or family members.
c. Formal and informal evaluation techniques.
d. Using available services and agencies for referrals for children requiring further medical and/or psychological evaluations.
e. Speech and hearing assessment of all Head Start children.
f. Assessment summary writeup and recommendations

2. Management of Handicapped Children

a. Working with teachers and aides on techniques of individualizing to meet special needs.
b. Conferences with parents of children with special needs.
c. Working with Head Start staff in development of understanding and awareness as to the needs of handicapped children.
d. Working with teachers and aides in selection and effective use of materials to mainstream handicapped children.

A total of 14 attended the workshop which included teachers, aides, and 1 Handicap Coordinator. The participants were from Portales, Clovis, Vaughn, and Tucumcari, New Mexico.

Using the McCallon Workshop Evaluation System, the mean ratings on the seven dimensions of the Workshop Evaluation Scale were well above average (6.08-6.89 on a 7.00 scale), and the mean rating of the overall effectiveness of the workshop was 6.85. The narrative concerning the observations of the workshop was very positive. Also, personal comments from the participants indicated a high degree of satisfaction.

Tucumcari (September 15-17)

This workshop, designed for kindergarten teachers and aides, was conducted September 15-17 in Tucumcari, New Mexico. The objectives of this workshop were the same as that for the Portales Workshop.

A total of 15 attended the workshop which included teachers and aides, all from Tucumcari.

Using the McCallon Workshop Evaluation System, the mean ratings on the seven dimensions of the Workshop Evaluation Scale were average (5.44-6.56 on a 7.00 scale), and the mean rating of the overall effectiveness of the workshop was 6.33. The narrative concerning the observations of the workshop was positive. Also, personal comments from the participants indicated a high degree of satisfaction.

Carlsbad (October 7-8)

This two-day Head Start Area Workshop was conducted by the outreach training team and Mrs. Nadine Briones, Education Director, Head Start Program, Carlsbad, New Mexico. The conference was directed by Mr. Don Fisher, Director, Head Start Program, Carlsbad. The Municipal Schools and the Head Start Program of Carlsbad were the sponsors.

The workshop was designed to assist public school and Head Start personnel to recognize skills necessary for screening preschool age children in the areas of audition, language, speech, psychomotor development, and the various self-help skills. The workshop also dealt with management and reporting techniques, social services provided to the community, useful discovery and questioning techniques, and food and nutrition. Some specific goals established by the consultants were that participants:

1. acquire skills necessary to implement screening models in audition, language and psychomotor skills;

2. develop strategies designed to meet the educational self help needs of the child both in school as well as in the home;

3. develop a variety of teaching techniques for the classroom;

4. acquire information about management and reporting techniques with regard to a Head Start program and community social services needs.

There were approximately 100 participants in the workshop. This number included teachers, teachers aides, administrators, and school nurses. The participants were representatives from the communities of Carlsbad, Tucumcari, Artesia, Gadsden, Clovis, Portales, Hobbs, Silver City, and Las Cruces, New Mexico.

Using the McCallon Workshop Evaluation System, the mean ratings on the seven dimensions of the Workshop Evaluation Scale were well above average (5.99-6.68 on a 7.00 scale), and the mean rating of the overall effectiveness of the workshop was 6.17. The narrative concerning the observations of the workshop was very positive. Also, personal comments from the participants indicated a high degree of satisfaction.

Farmington (October 18-22)

This workshop, designed for kindergarten teachers and aides, was conducted October 18-22 in Farmington, New Mexico. The objectives of this workshop were the same as that for the Portales Workshop.

A total of 20 attended the workshop which included teachers and aides, all from Farmington.

Using the McCallon Workshop Evaluation System, the mean ratings on the seven dimensions of the Workshop Evaluation Scale were well above average (6.15-6.62 on a 7.00 scale), and the mean rating of the overall effectiveness of the workshop was 6.62. The narrative concerning the observations of the workshop was very positive. Also, personal comments from the participants indicated a high degree of satisfaction.

Summary of Narrative Comments on Workshop/Conferences

As part of the McCallon Workshop Evaluation System, the participants had the opportunity to make narrative comments concerning the strong and weak features, as well as to make general type comments, of the workshop/ conferences. A representative sample of such comments are as follows:

Strong Features

1. How to deal with and detect handicapped children
2. Overall organization
3. Excellent suggestions for classroom use
4. Excellent teachers and consultants
5. Variety of topics
6. Becoming familiar with good instructional materials
7. Total group involvement was successful
8. Explanation of screening procedures
9. Objectives clearly stated and achieved
10. Excellent instructional films

Weaker Features

1. Not enough interaction with consultants
2. Lack of advance knowledge about agenda
3. External noise problems
4. Failure to follow established schedule.
5. Not enough time

General Comments

1. One of the best workshops ever attended
2. Consultants were well prepared and responsive to questions of the trainees
3. Activities should include ways to teach the non-verbal child
4. Needed more explanation and scoring and interpretation of tests
5. Needed more time on follow-up or prescriptive activities
6. Training staff had an excellent attitude and spirit of cooperation.

Other Dissemination Activities

Other types of information concerning the project and the outreach activities were disseminated by such means as described in the following paragraphs:

Members of the outreach training team and the evaluator made presentations concerning the project, including outreach to the: annual meeting of the Utah Speech and Hearing Association, Salt Lake City, January, 1977; annual meeting of a state level Early Childhood Education Association, San Diego California, February, 1977; ENMU chapters of the Council for Exceptional Children, Portales, New Mexico, March 1977; and the annual meeting of the American Educational Research Association, New York City, New York, April, 1977.

The Office of the State (New Mexico) Facilitator for Title III (ESEA) Programs is in the process of publishing a brochure describing REPSAC and the outreach services. The estimated date of printing of the brochure is September, 1977. Also, this office published an article concerning the project in The Ardent Educator (January, 1977).

The project used various types of students during the year which disseminated a considerable amount of information. The types of students were: student teachers from Easter New Mexico University; high school students from Clovis (Home Economic/Early Childhood Education); and students from Employ-A-Teen, a federal funded program in Clovis.

Site visitations by many professional groups and individuals as well as parents.

Progress reports were submitted to the local central administration office, school board, local area news media including nearby Cannon Air Force Base, the State Department of Education, and the U.S. Office of Education.

SECTION V

STRENGTHS AND WEAKNESSES OF THE OUTREACH ACTIVITIES

Another measure used in the evaluation process of the outreach activities during the year was for the evaluation team members and the outreach training staff to list the strengths and weaknesses of the outreach activities as they perceived them. The following represents a summary of such lists.

Strengths

1. The dedication and commitment of the outreach training team in their efforts to assist teachers, aides, and administrators at the various replication sites.

2. The identification of handicapped children at the various replication sites. All of the replication sites are located in isolated/rural areas in eastern New Mexico. Such sites have a limited number, if any, of professional personnel to provide such services.

3. The referral process, after early identification, for certain children to specialists, agencies, etc. for special evaluations/medical exams.

4. The services of various resource people and specialists provided to the replication centers which do not have such services within their systems/centers.

5. The excellent rapport which existed between the outreach training team and the teachers, aides, and administrators at the replication sites.

6. The training workshops conducted at the parent center which involved Head Start personnel, kindergarten teachers, special education teachers, and teacher-aides.

7. The Mobile Learning Resource Center (motor coach) which gave the project the capability to take the needed training to the replication sites which are located in isolated areas of eastern New Mexico.

8. The opportunities which were provided for many teachers to see and receive information about a wide variety of early childhood and bilingual materials as well as an opportunity to check out materials for classroom use.

9. The excellent working attitude/relationship among the outreach staff training team.

10. The effective organization and preplanning of the outreach visits.

11. The on-going training of personnel at the replication centers concerning early childhood education.

12. The counseling sessions with the parents after the administration of the screening tests.

Weaknesses

1. Inadequate follow-up activities of the various personnel (N=62) who attended the training workshops at the parent center.

2. Lack of materials for adequate dissemination concerning information about the project/services.

3. The inability of outreach to formally commit training services to various schools/centers because of the time period of funding. The funding is Jan-Jan which causes many administrative problems.

4. Outreach tried to accomplish too much in such a short period of time.

SECTION VI

FOLLOW-UP STUDY OF FORMER REPSAC STUDENTS: 1971-1977

The basic assumption on which an early intervention program, such as REPSAC, is based is that stimulation for children who possess characteristics not conducive to school achievement will increase their chances of achieving in the regular school program. REPSAC, a planned intervention program for "high risk" Spanish-American pre-school children, was developed and has been operating to offer 3-, 4-, and 5-year-old children educational and social stimulation designed to assist them to achieve in school.

Purpose

The purpose of this follow-up study is to test this assumption in the case of children who attended REPSAC during the years 1971-1974. More specifically, the study attempted to answer the following questions:

1. What type of changes in learning aptitude, language development in English, and language development in Spanish have occurred from time of entry into REPSAC to the end of the regular school year 1977?

2. What is the status of former REPSAC students with regard to:

   a. Grade placement
   b. Promotion/retention
   c. Special assistance

3. How do teachers view former REPSAC students with regard to:

   a. Academic performance
   b. Social adjustment
   c. Overall school performance
   d. Major strengths and weaknesses

Subjects

Subjects for the study were 26 former REPSAC students currently living and attending school in Clovis, New Mexico. Of the 26 subjects included in the study, 9 were in the third grade, 14 in the fourth grade, 1 in the fifth grade, and 2 in special education.

Procedure

The procedure for this study consisted of the following steps:

1. Identifying the former REPSAC students by location and grade level. This step was accomplished by the project staff.

2. Conducting a questionnaire survey of teachers. This was accomplished by a member of the evaluation team.

3. Testing students who were in the third, fourth, and fifth grade during the 1976-77 school year. The instruments used were the same as those used in the previous evaluations of REPSAC. The tests used were: the Hiskey-Nebraska Test of Learning Aptitude and the Peabody Picture Vocabulary Test (English and Spanish versions).

Data were analyzed by descriptive measures and by use of a trend analysis.

Findings

The findings were as follows:

1. Test performance of the former REPSAC students tested indicated that:

   a. Learning aptitude scores (IQ) have remained relatively stable from the initial testing in the Fall of 1971 to the testing in the Spring of 1977. The largest increase occurred following the first year of intervention.

   b. Language development scores in English gained substantially after the first year of intervention and again at the end of the second year of intervention. From the REPSAC exit point in the Spring of 1973, scores have tended to remain stable.

   c. Language development scores in Spanish show the largest increase at the end of the second year of intervention. A rather substantial decrease was noted from the REPSAC exit point in the Spring of 1973 to the Spring 1976; however, Spring of 1977 data indicated a substantial increase in Spanish language scores.

   These data are depicted in Table 1 on the following page.

TABLE 1

MEAN TEST SCORES OF FORMER REPSAC

STUDENTS, 1971-1977

TEST	FALL 71	SPRING 72	FALL 72	SPRING 73	SPRING 75	SPRING 76	SPRING 77
HISKEY (IQ)	89.00	98.71	94.64	99.45	99.65	99.10	96.53
PEABODY (ENGLISH)	27.82	41.94	40.45	59.82	60.82	63.55	66.00
PEABODY (SPANISH)	16.94	28.53	28.09	66.64	59.76	58.45	74.88

d. The time-series analysis of the data indicate that:

(1) As concerns language development in Spanish, the trend established in terms of past experience departed substantially from the expected growth pattern toward a downward trend. However, after the 1976 testing, an upward swing in performance appears to be starting.

(2) As concerns language development in English, a slightly upward trend is evident.

(3) As concerns learning aptitude, a mild downward trend is evident.

These data are depicted in Figures 1, 2, and 3.

FIGURE 1

LANGUAGE DEVELOPMENT SCORES IN SPANISH OF FORMER REPSAC STUDENTS, 1971-1977, ORIGINAL DATA AND TREND LINE

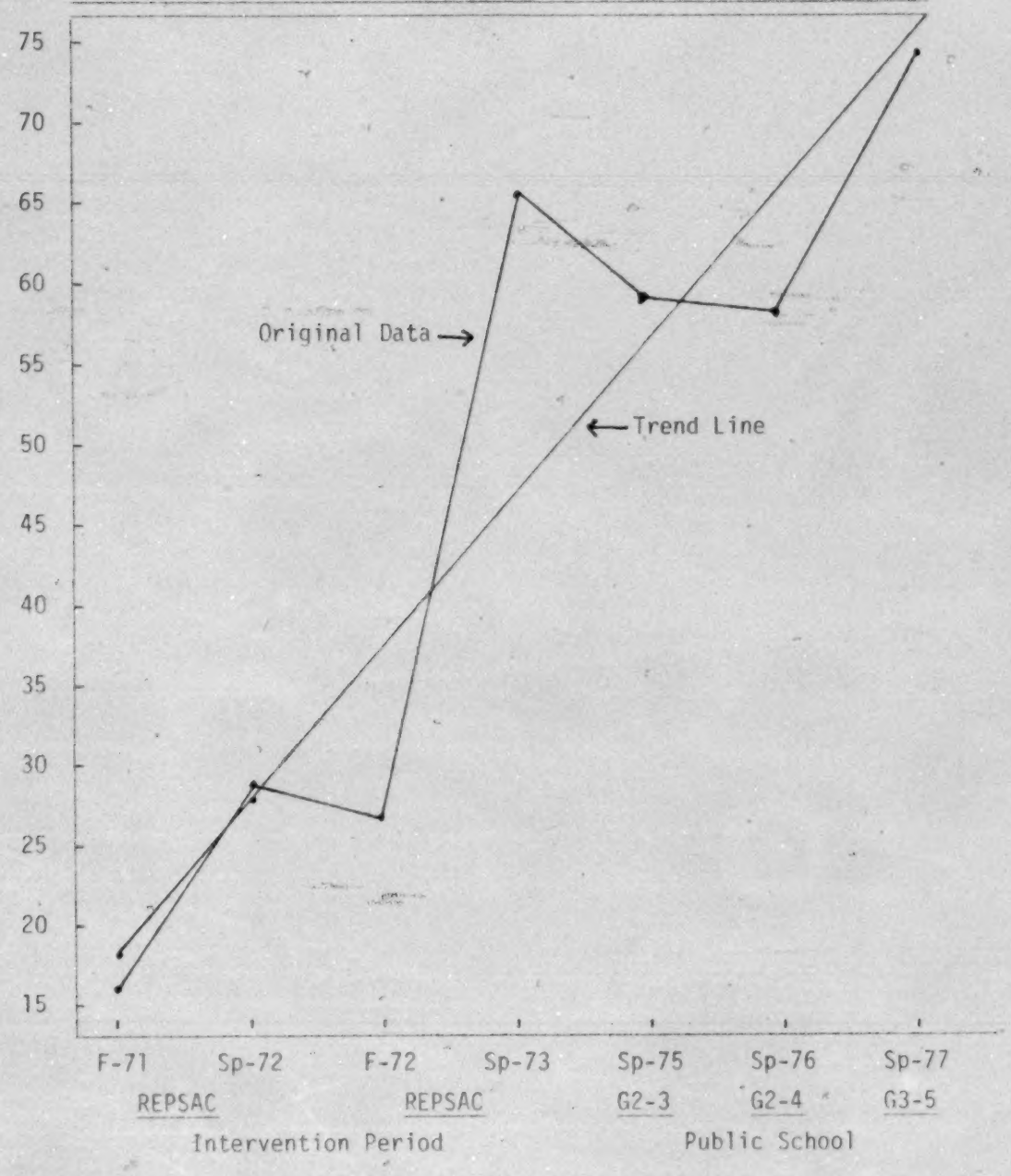


FIGURE 2

LANGUAGE DEVELOPMENT SCORES IN ENGLISH OF FORMER REPSAC STUDENTS, 1971-1977, ORIGINAL DATA AND TREND LINE

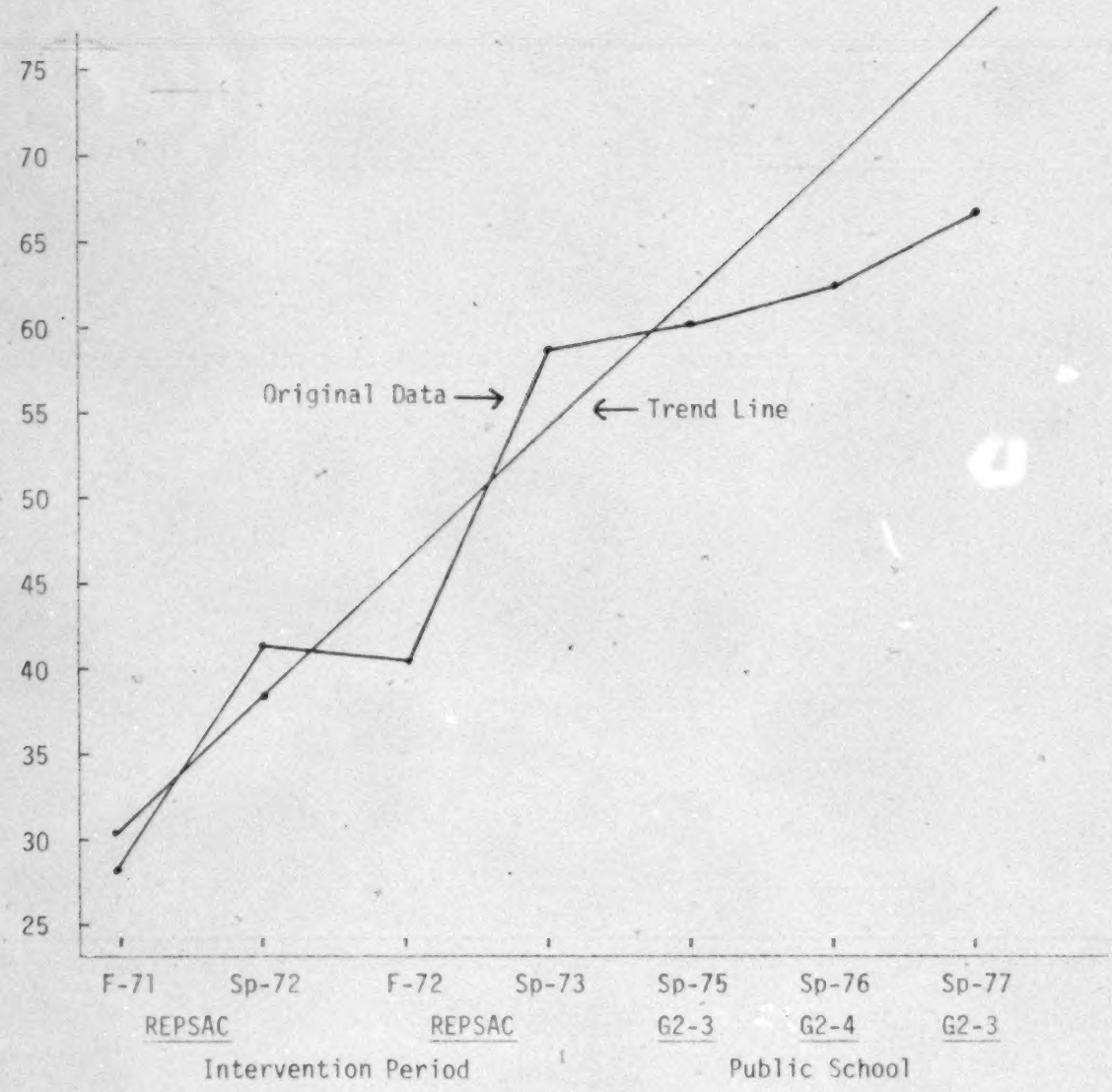
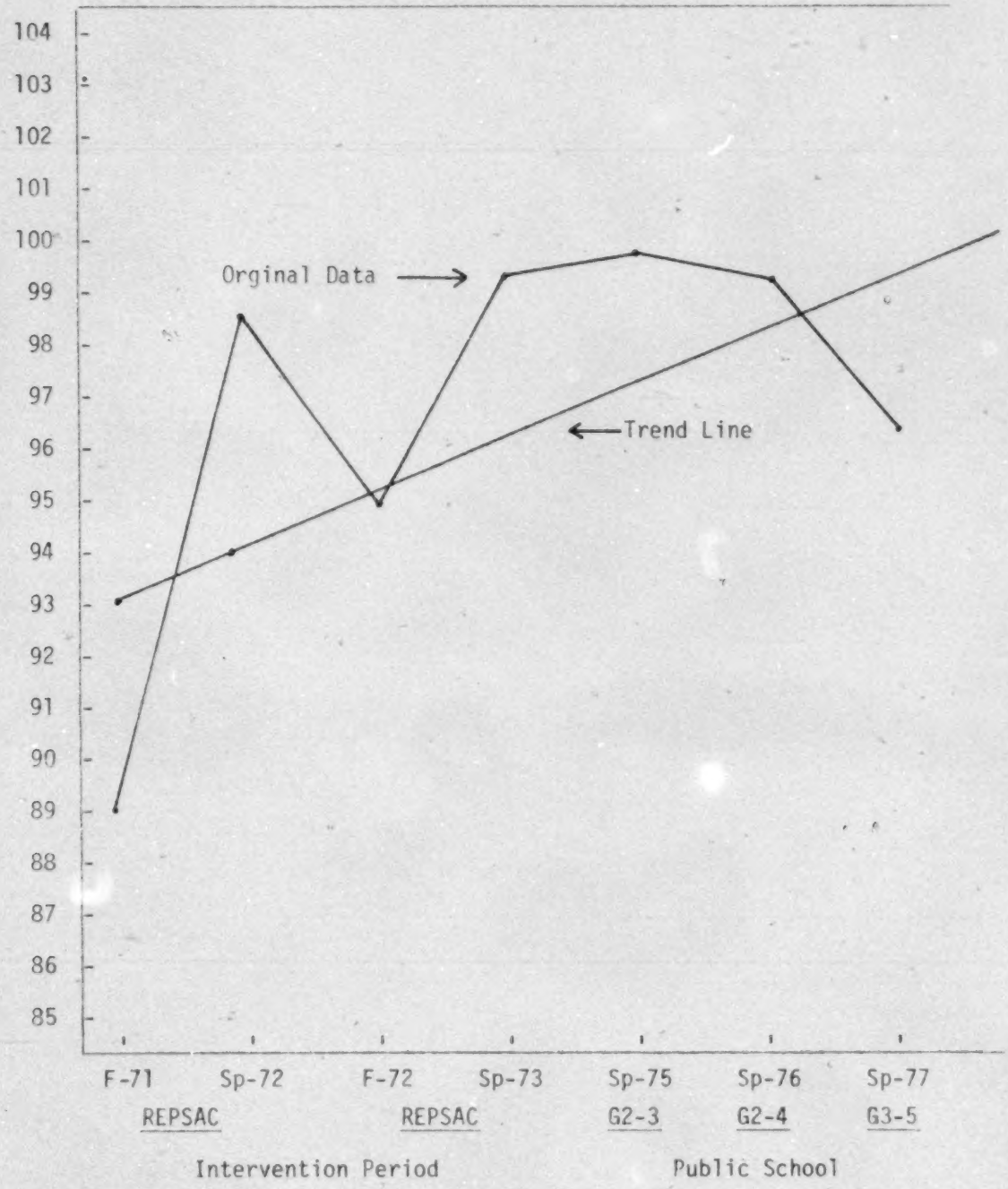


FIGURE 3

LEARNING APTITUDE SCORES OF FORMER REPSAC STUDENTS
1971-1976, ORIGINAL DATA AND TREND LINE



2. The data indicate that 24 (92%) of former REPSAC students are in regular classrooms and 2 (8%) in special education classes. None of the 24 students in regular classes were retained and only 2 of the 24 students in regular classes have required special assistance. These data are presented in Table 2.

TABLE 2

CURRENT STATUS OF FORMER REPSAC STUDENTS

STATUS	TYPE	NUMBER	PERCENTAGE
GRADE PLACEMENT	REGULAR	24	92
	SPECIAL	2	8
PROMOTION/RETENTION	PROMOTED	24	100
	RETAINED	0	0
SPECIAL ASSISTANCE	YES	2	8
	NO	22	92

Tables 3, 4, and 5 present the results of teachers' views regarding academic performance, social adjustment, and overall school performance of former REPSAC students. As noted in these tables, the majority of former REPSAC students were rated in the middle one-third or above on academic performance and social adjustment and average or above on overall school performance.

TABLE 3

TEACHER RATINGS OF FORMER REPSAC

STUDENTS ON ACADEMIC PERFORMANCE

RATING CATEGORY	NUMBER	PERCENTAGE
UPPER ONE-THIRD	6	25
MIDDLE ONE-THIRD	13	54
LOWER ONE-THIRD	5	21

TABLE 4

TEACHER RATINGS OF FORMER REPSAC STUDENTS

ON SOCIAL ADJUSTMENTS

RATING CATEGORY	NUMBER	PERCENTAGE
UPPER ONE-THIRD	10	42
MIDDLE ONE-THIRD	10	42
LOWER ONE-THIRD	4	16

TABLE 5

TEACHER RATINGS OF FORMER REPSAC STUDENTS

ON OVERALL SCHOOL PERFORMANCE *

RATING CATEGORY	NUMBER	PERCENTAGE
GOOD	8	33
AVERAGE	12	50
POOR	4	17

* Teachers were asked to rate each student in terms of overall performance, i.e., motivation, willingness to learn, attention, and academic progress.

Conclusions

From the data obtained and analyzed for this study, the following conclusions appear warranted:

1. In general, former REPSAC students are performing very well in the regular school programs. The majority of the students have followed regular grade placement, been promoted, required no

special help, were rated by their teachers in the middle one-third of their class on academic performance, were rated by their teachers in the middle or upper one-third of their class on social adjustment, and were rated as average on overall school performance.

2. Based on the test information and analysis, a trend toward a substantial decline in Spanish has changed toward a rather substantial increase, but less than normal in language ability in English can be expected, and a definite leveling of measured aptitude seems apparent.

Discussion

It should be noted that the performance of former REPSAC students can be interpreted more accurately by considering their situations at times of entry into REPSAC. The mean IQ of this group was 89.00 with English and Spanish scores of 27.82, and 16.94 respectively. This low performance level, along with other personal and social characteristics, placed these children in a "high risk" category with respect to school survival. Considering this, the achievement of these children in 1977 is quite remarkable.

Second Group of Follow-Up Students

Beginning in the Spring of 1977, a second follow-up was begun on former REPSAC subjects currently completing grade 2. The second follow-up is necessary because the subjects now entering the second grade received their intervention during a different time period and were evaluated with a different instrument for Spanish language development. Seven subjects were tested and will be combined with the 1978 group of second graders to constitute the second follow-up group.

SECTION VII

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of adding the outreach activities to the parent center (REPSAC) was to give the project the capability to provide replication services to various local education agencies requesting such services. In general, the services provided was the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children. The outreach training team consisted of an educational diagnostician, a speech therapist, a specialist in early childhood education, and various consultants on a part-time basis. The outreach activities were designed to have three major functions: advisory/training, diffusion, and evaluation.

The advisory/training function was conducted on-site at the various replication centers and with a series of seven 5-day training workshops which were conducted at the parent center. The on-site training was facilitated by the use of the Mobile Learning Resource Center, a unique and specifically designed and equipped motor coach. On-site training was conducted in 9 public/parochial school systems and 9 Head Start Centers all located in isolated areas of the state of New Mexico. Also, the training served the nursery school component of a Title VII (ESEA) project which was located in two different public school districts. Examples of on-site training included: assistance to teachers in screening children to identify handicapping conditions; classroom organization; preparation of lesson plans and materials; in-depth diagnostic testing; training teacher-aides; speech therapy and evaluation; techniques and materials for working with children with special needs. The series of the seven 5-day workshops, which had a total of 62 participants, focused on the problem of organizing, planning, and implementing an effective preprimary program. Also, the workshops emphasized techniques of integrating and mainstreaming children with special needs into a regular school program.

The diffusion function was conducted primarily with the means of five workshops/conferences and by various types of presentation at state, regional, and national level professional organizations.

The evaluation function was conducted internally and externally. Internal evaluation was conducted by the director and the outreach training staff. External evaluation was conducted by an outside evaluation team which consisted of various faculty members of the College of Education, Texas Tech University.

The evaluation design for the advisory/training function consisted of 10 research/evaluation questions. To answer these questions, a variety of measures were used which included: objective evaluation of the training workshops; classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various types of records/logs maintained by the outreach training team. The evaluation design for the diffusion function consisted of objectively evaluating the workshops/conferences and subjectively evaluating the other dissemination activities.

In addition, the external evaluation for the 1976-77 school year consisted of a follow-up study of former REPSAC students who were, this year, in grades 1-5.

Findings

The major findings of this evaluation study, including the follow-up study of former REPSAC students, were:

1. Excellent rapport existed between the outreach training team and personnel at the replication centers.

2. The administrators at the replication centers viewed the training and results of the training in a very positive way, especially the part pertaining to the screening of the children.

3. The teachers trained achieved a relatively high degree of understanding of handicapping conditions and knew how to adequately screen their children.

4. A lack of permanent (classroom materials as well as professional library) materials pertaining to bilingual education was evident at most of the replication centers.

5. The teacher-aides at the replication centers were considered by their teachers as being effective and useful in their role in the classroom.

6. The Mobile Learning Resource Center, the motor coach, was effectively used in the training program. The coach was driven 8,361 miles (plus an additional 8,885 miles driven by the rented station wagon and 13,250 miles driven by personal auto) while making 201 training visits to the replication centers.

7. The training workshops, conducted at the parent center, had a positive effect on the teaching behavior of the participants as well as being considered extremely effective by the participants.

8. The five workshops/conferences, conducted as part of the diffusion function, were well conducted and considered extremely effective by the participants.

9. In addition to the workshops/conferences, the other dissemination activities (media releases, reports, presentations, and visits to parent center) were found to be adequate for the purpose designed.

10. As pertains to the follow-up study of former REPSAC students, test performance of the students who were this year in grades 1-5 indicated that:

a. Learning aptitude scores (IQ) have remained relatively stable from the initial testing in the fall of 1971 to the testing in the Spring of 1977. The larger increase occured following the first year of intervention.

b. Language development scores in English gained substantially after the first year of intervention and again at the end of the second year of intervention. From the REPSAC exit point in the Spring of 1973, scores have tended to remain stable.

c. Language development scores in Spanish show the largest increase at the end of the second year of intervention. A rather substantial decrease was noted from the REPSAC exit point in the Spring of 1973 to the Spring of 1976; however, Spring of 1977 data indicated a substantial increase in Spanish language scores.

d. The time-series analysis of the data indicated:
   (1) As concerns language development in Spanish, the trend established in terms of past experience departed substantially from the expected growth pattern toward a downward trend. However, after the 1976 testing, an upward swing in performance appears to be starting.

   (2) As concerns language development in English, a slightly upward trend is evident.

   (3) As concerns learning aptitude a mild downward trend is evident.

Conclusions

Based upon the findings of this evaluation study, the major conclusions were:

1. The advisory and training function of the outreach activities operated as planned and was extremely effective. This training, with the services of the Mobile Learning Resource Center, made it possible for the various replication centers to assist their young and handicapped children. Without these services, such assistance would have been impossible because all of the schools and Head Start Centers served were located in rural and isolated areas in New Mexico.

2. The diffusion function provided the necessary dissemination of the outreach activities.

3. The follow-up study of the former REPSAC students indicated that:

   a. The former REPSAC students continued to be performing very well in the regular school programs. The majority of the students have followed regular grade placement, been promoted, required no special help, were rated by their teachers in the middle one-third of their class on academic performance, were rated by their teachers in the middle or upper one-third of the class on social adjustment, and were rated as average on overall school performance.

   b. In language development in Spanish, a substantial decline has been changed towards a rather substantial upward trend; in language development in English, a little less than average can be expected; and a definite leveling of measured aptitude (IQ) seems apparent.

4. Members of the outreach training staff continued to be extremely dedicated and committed to the task of serving the needs of the replication centers.

5. Ample evidence was found to conclude that the outreach activities functioned as planned and in accordance with the approved proposal document during the period July 1, 1976 - June 30, 1977.

Recommendations

Based upon observations, site-visits, findings, and conclusions of this study, the following suggestions or recommendations are made:

1. That the funding period of the outreach activities be adjusted so as to correspond with the dates of the school year.

2. That the Kindergarten Implementation Guide be completed.

3. That the project brochure be completed for use in dissemination activities.

4. That additional follow-up training be provided to the participants of the training workshops which were conducted at the parent center.

5. That the dissemination workshop/conferences be continued and that the:

   a. Format of the two-day workshop be continued.

   b. Concept of the mini-workshops, providing they are kept to an hour in length, be continued.

   c. Workshops be planned so that at certain times the teachers, aides, administrators, and nurses can be separated and appropriate activities be conducted for the differing needs of the groups.

6. That the follow-up study of former REPSAC students be continued so as to gather data on the students throughout the sixth grade.

7. That the director and outreach training staff be commended for the excellent and needed service provided to the replication centers during the 1976-77 school year.

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